



FOOTHILL COLLEGE DEAC/COOL Meeting

MINUTES

Date: 05/14/12

Time: 12:30-1:30 p.m.

Location: Chinese Heritage Room (3523)

Attending

Judy Baker, Jerry Cellilo, Hilary Ciment, Una Daly, Kathleen DePaolo, Meredith Heiser, Kate Jordahl, Akemi Ishikawa, Allison Lenkeit-Meezan, Michael Loceff, Steven Sum, Lisa Verissimo, Anita Whitehill, Mimi Will, Tommy Wong

Agenda Items

1. District-wide taskforce to address Social Media and Alternatives to Etudes
2. Review of online courses by colleagues and administrators
3. Best practices for high quality online courses
4. Accessibility in Online Courses

Discussion Detail

1. District-wide taskforce to address Social Media and Alternatives to Etudes
When instructors use social media in their coursework, the college May 15, 2012 may become legally vulnerable. A District-wide taskforce will help create guidelines and address issues surrounding the use of social media. Current taskforce members include Judy Baker and Hilary Ciment from Foothill College, and April Qian from De Anza College. Membership needs to expand to include faculty who are actively using social media and alternatives to Etudes and students who are enrolled in these online courses. Meaningful participation is integral to help maintain a District-wide standard that supports innovation in online teaching. Please send recommendations for additional taskforce participants, and requests for updates and participation via email.
2. Review of online courses by colleagues and administrators
 - a. ACTION Item: After review of the final draft of the DEAC-COOL Recommendations for Guidelines for Administrator and Peer Review of Online Courses, it was determined this document would be moved forward to the Academic Senate for approval: http://www.jordahlphoto.com/COOL-DEAC/Draft_Guidelines_for_Review_of_Online_Courses_2012April.doc
The draft guidelines will also be forwarded to the Faculty Association for review.
 - b. A request for volunteers to "pilot test" the guidelines for both administrative and peer review was made. Volunteers for spring and summer quarter stepped forward to participate in both administrative and peer evaluations. The faculty will determine what modules will be loaded and ready for evaluation.
3. Best practices for high quality online courses
The college will need to decide if it wants to develop its own rubric for best practices for high quality online courses, or if it will use a pre-existing nationally recognized rubric and process to evaluate online courses like the [Quality Matters Program](#) (QM). There was much debate

over the pros and cons of using QM. The annual subscription price is \$1,650 – \$3,300 (see <http://www.qmprogram.org/subscriptions>), and funding is not guaranteed, yet the Chancellor's Office has shown interest in supporting the use of QM because it is nationally recognized and an accepted "gold standard" that would reflect well for Accreditation purposes. There was concern over implementation of QM. A pre-existing rubric, and participation by faculty is a very detail oriented process. Support was voiced for creating the college's own rubric which would be more specific and relevant to Foothill's needs. Members want a rubric that will truly work well for the college, and is not just a QM "stamp of approval" that looks good for marketing purposes. It was suggested that funding would be better spent on release time for faculty to develop this rubric and for peer-to-peer mentoring, but funding for release time is very difficult to obtain. It was decided that DEAC/COOL members would each review one of several existing models or rubrics for best practices as well as the QM Program and report back at the next meeting. This will help the group determine if the Quality Matters Program is worth investing in, or if the college will develop its own rubric. A decision needs to be made in order to plan for budget requests for the next fiscal year.

4. Accessibility in Online Courses

- a. The **Accessibility Compliance Taskforce in Online Learning (ACTION)** committee is recruiting. A college-wide group of faculty, staff and students, representing various departments is needed to help implement accessibility standards. If standards are not met, an Accessibility Compliance Verification Form could be enacted. Consequently, those who cannot verify compliance will be unable to teach online. The college must make progress in meeting accessibility standards or we are left vulnerable to potential lawsuits and extra scrutiny for Accreditation.
- b. What can we do to get online instructors to be more pro-active with accessibility compliancy? It was suggested that our District legal council do a presentation on the ramifications of non-compliancy on Opening Day, but activity planners do not support this presentation as part of the Opening Day program. Mandatory workshops were also suggested, but per District HR policy, "mandatory" trainings are not possible. There was concern voiced for "being compliant" versus "being lawsuit-proof". Being compliant will not necessarily prevent a lawsuit. For example, some faculty have circumvented certain accessibility issues by listing multi-media material as "optional", instead of "required". This "solution" may make a course compliant, but it does not truly address the accessibility needs of impaired students. Faculty need to provide an equitable quality of experience and education to all students. Accessibility workshops are provided every quarter, but attendance is low. Judy Baker will be facilitating the next workshop on Thursday, May 17 at noon in room 6402: "Online Course Accessibility for All: Get the help and tips you need to make your online course materials accessible in this hands-on workshop." The group was also reminded that a "coupon" was handed out for "Online Course Site Accessibility Tune-up" assistance. FGA staff will all be available to assist faculty in meeting Federal accessibility requirements and copyright laws. Judy Baker will also be facilitating a presentation on accessibility for the Language Arts Division on Friday, May 18. It was suggested she stress the potential legal consequences of non-compliance and to also discuss the tactic of approaching accessibility incrementally. Apply accessibility components to courses in stages. It will make the task less intimidating. The first phases to apply include captioning; transcription of videos; alternative text for images; headings for topics, sub-topics, etc.
- c. The FGA Accessibility page has been updated. Visit <http://www.foothill.edu/fga/accessibility> to review and for information. Many links to accessibility and compliance guidelines, tutorials and trainings are provided.

Handouts/Documents

- DEAC-COOL Recommendations for Guidelines for Administrator and Peer Review of Online Courses – DRAFT
- Responsible Use of Social Media and Cloud Services (SoMe Taskforce)
- Accessibility Compliance Taskforce in Online Learning (ACTiON)
- Accessibility Compliance Verification Form

Important Dates

- Next meeting: Monday, June 11, 12:30-1:30pm, Chinese Heritage Room (3523)